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ABSTRACT

The Cooperative Training Program was implemented with 20 students having severe behavior problems, to augment a classroom employability curriculum. Educators and business managers at a local Perkins restaurant worked cooperatively to design a new curriculum and recruitment procedure to benefit both students and the business. A continuous and comprehensive evaluation process using anecdotal records and progress charts was also developed. Two program evaluation models were applied--Tyler's goal attainment model and Stufflebeam's Context, Input, Process, Product (CIPP) model. Four students successfully completed the program and are employed in the community. Appendices provide a sample training agreement and evaluation forms. (DB)

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Running head: COOPERATIVE TRAINING

A Cooperative Training Program for Students With Severe Behavior Problems: Description and Comparative Evaluation

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Abstract

The Cooperative Training Program (CTP) began as an alternative form of education for a selected group of students with severe behavior problems who were not successful in a special education setting. Educators and business managers worked cooperatively to design a new curriculum and recruitment procedure which would benefit students and the business. During one school year, the CTP coordinator developed a continuous and comprehensive evaluation process using anecdotal records and progress charts. To obtain a more accurate evaluation, the coordinator and business partner collaboratively compared the key components of two evaluation models to determine the program's worth. The evaluation results allowed program designer and benefactor to enhance the win/win situation. Of the 20 students with severe behavior problems who attempted the program, only four received a certificate of completion and are presently employed in the community. Perhaps the educational paradigm will shift from the classroom to the community where students with severe behavior problems will have the opportunity to prepare for successful careers.

Program Description

Introduction.

A pilot Cooperative Training Program (CTP) has been instituted for adolescents with severe behavior problems. This program is designed to augment the classroom employability curriculum and offer authentic learning opportunities to at-risk students who would otherwise terminate their education. Perkins Restaurant has agreed to become a school business partner and provide a job training site where students will practice and eventually master the skills needed to transition from school to work with ease and confidence.

Rationale.

If severely handicapped people are to become productive members of our society, they must be taught a functional curriculum which can be generated over multiple environments. Students with severe behavior problems also have the right to be visible, functioning citizens in the communities where they live. Educators of these students may not assume that a student will transfer a classroom skill to the community, therefore,

students should be given the opportunity to experience employability skills.

The curriculum would need to be modified according to individual differences. Students would be assigned a job coach who would instruct them through various aspects of a job, and evaluate their performance. Participation in this program may authenticate a student's acceptance and value in the community. Employment typically provides an individual with income, choices, and a certain independence that income can create. As the number of committed teachers and business partners increase, the educational paradigm may shift from the classroom to the community, where students with severe behavior problems have the opportunity to prepare for successful careers.

Procedure.

1. Interested students and their parents are invited to attend a child study meeting where an individual education plan is developed and the program is explained thoroughly.

2. Students are considered for cooperative training based upon the following considerations: (a) approaching age sixteen, (b) lacking an interest in

academics, (c) predictable behavior, and (d) an interest in food service.

3. The data on all interested students is collected and analyzed before the restaurant manager, job coaches, training coordinator, parents, and students sign an appropriate training agreement (Appendix A).

4. Prior to the first day of training, an orientation day is held for students, parents, school officials, and restaurant staff to meet and discuss the program.

5. On the first day, students are issued a uniform, a work station, and a job coach. Students may move to a different work station when (a) the job specifications for that station have been mastered, or (b) a different work station becomes available.

6. Students earn elective credits while participating in the CTP. If the student demonstrates the ability to adequately maintain the job station, the restaurant management often hires the student on a part-time basis for that position. Students may also earn 50 food points per day for demonstrating satisfactory work practices which may be exchanged for free meals. Students are monitored daily by the coordinator who is an experienced exceptional education teacher.

7. At the end of the year, a ceremony is held to recognize students who have completed the training program. To complete training means that 70 percent of the goals and objectives have been realized, and the student is eligible to receive a certificate which may be used as a reference for future employment.

By using positive reinforcement, promoting responsibility, and offering special incentives, students may begin to realize their worth.

Program goals.

Success of the program will depend on the attainment of the following goals:

1. The school personnel and restaurant supervisory staff will cooperatively collaborate prior to and during program operations to establish a win/win situation for the students and the business.

2. Student's abilities and interests will be matched with relevant job skills to support and expand various job opportunities.

3. Teachers will integrate vocational, academic, and social curriculum objectives to enhance a student's job skills and personal development.

4. The special education teacher will coordinate the program at the training facility and establish a systematic means of evaluation.

Program objectives.

The Cooperative Training Program aims to affect the attitudes and behaviors of students with severe behavior problems by providing them with selected occupational skills supervised by the employer and coordinator. Within an 18 weeks period, 50 percent of the students will steadily increase their proficiency in the following:

1. Arrive at work on time.
2. Be neat, clean, and appropriately dressed.
3. Take the initiative to begin and complete a task.
4. Follow instructions with minimum difficulty.
5. Express a willingness to cooperate with others.
6. Meet obligations with minimum supervision.
7. Use materials and equipment carefully.
8. Show an observance of job rules and procedures.
9. Keep work area neatly arranged and clean.
10. Accomplish the required work in a certain time.

Compare and Contrast Evaluation Models

Role of the evaluators.

In order to appraise the quality of a program through evaluative means, the evaluation should reveal whether or not a program is: useful, cost-effective, valid, reliable, appropriate, informative, and attends to individual rights. Tyler's goal-attainment model, utilizes the evaluator as a technician to make the final decisions about a program after the goals and objectives have been reviewed. Stufflebeam's CIPP (context, input, process, product) model, often referred to as decision-facilitation, is a very comprehensive and continuous process where the evaluator collaborates with the program's benefactors. Both models are quantitatively oriented, meaning they maintain objectivity while determining a program's worth and soundness. By comparing the key components of the two models, and applying the results to the Cooperative Training Program, a more accurate and meaningful program evaluation may emerge.

Phase one.

The goal-attainment model requires the evaluator to carefully analyze the degree to which the program goals have been realized and the objectives achieved. Program inadequacies usually reflect unattained goals which may be altered or expanded.

By sharp contrast, the context evaluation stage of the CIPP model is really a situation analysis where the evaluator is required to identify (a) the beliefs that may encourage curriculum development, (b) the key decision makers, (c) political pressures, (d) a program's problems, (e) a program's needs, and (f) reasons for each.

The idea of a pilot CTP developed after reviewing attendance reports, anecdotal records, and staffing reports. The data clearly indicated that the present educational program was inadequate for students with severe behavior problems. Attendance reports from the Juvenile Detention Center concluded that many of these students exit the school system and enter the legal system. Interviews with students revealed that they want to learn relevant job skills to earn money, rather than experience repeated frustration in a classroom.

Prior to submitting a proposal to school board officials for the pilot CTP, a work site needed to be secured. Perkins Restaurant offered to serve as training site at the start of the new school year. The proposal attempted to define the present educational environment, while describing future possibilities by

including the following: (a) rationale, (b) procedure, (c) goals and objectives.

Phase two.

The second phase of the CIPP model, input evaluation, is designed to provide insight to the utilization of resources such as: personnel, equipment, and expenses to achieve program goals and objectives. Input evaluation focuses on what is feasible. This model requires the evaluator to ask the following questions:

1. Are the objectives formulated for student success?
2. Do the objectives agree with the goals?
3. Are there specific instructional strategies?
4. What factors will facilitate goal realization?

The thoroughness of the decision-facilitation process may eliminate the formulation of unrealistic program goals and objectives.

Proponents of the goal-attainment model argue that learning will take place if objectives are behaviorally stated, and students are motivated to respond within a specific time frame. This model also requires the evaluator to identify specific situations where the objectives are used.

In order for students with severe behavior problems to achieve the proposed goals and objectives, selected strategies were initiated to compensate for their disorders. Many of these students are diagnosed as having an attention deficit/hyperactivity disorder, and require a variety of job activities over a short period of time. One strategy is to have the job coaches train students for two hours a day, allocating 10 to 20 minutes for each activity such as; making salad, mixing pancake batter, blending salad dressings, etc. As students master each job skill, their self-confidence may increase providing the incentive to continue learning.

Phase three.

The third phase of the CIPP model, process evaluation, is used to "work out the kinks" of a program before it is recommended for expansion. It may be viewed as a retrospective analysis that will (a) identify program strengths and weaknesses, (b) alert all stakeholders when to take action and make decisions, and (c) maintain a record of events as they occur. The decision-facilitation model allows the program decision makers to intervene and correct anticipated procedural difficulties before the program

is allowed to fail. It is also attentive to the implementation decisions that guide the program. Conversely, the goal-attainment model assumes that implementation is being carried-out through the attainment of objectives.

Using process evaluation for the CTP has given all stakeholders the security and flexibility to change the program when planned operations do not concur with the actual performance. For example, students are successful in the food preparation area because it provides a variety of activities. Students were uncomfortable talking to the public in the dining room area, therefore, students immediately switched job stations and regained their interest in job training.

Phase four.

The final phase, product evaluation, requires the evaluator of both models to develop a systematic collection of data, analyze it, then devise an appropriate scheme for communicating the results to all effected parties. In both models, the evaluator determines the extent to which the goals have been achieved.

In an effort to keep the decision makers of the CTP informed, and keep the program moving in a positive

direction, the coordinator designed and maintained a system of data collection. The Weekly Work Schedule (Appendix B) monitors student (a) attendance, (b) work progression/regression, and (c) earned food points. Student behavior is monitored by using a Daily Point Sheet (Appendix C) which appraises (a) cooperation, (b) time on task, and (c) respectfulness. A student's yearly progress can be reviewed at a glance when the five day average is charted on the Weekly Point Graph (Appendix D).

Every nine weeks a CTP evaluation (Appendix E) is completed by a job coach and reviewed by the coordinator. This evaluation actually measures the extend to which the objectives are being met. Students receive a synthesis of all collected data in the form of a report card. This system of evaluation reflects the strengths and weaknesses of the CTP and reveals potential problems that may be quickly remedied by collaborating with all stakeholders to find a solution.

The pilot CTP is in its ninth month of operations, and the data clearly indicates that the program has been representative of a win/win situation as (a) students receive job skills and elective credits, (b) restaurant managers report a decrease in payroll, and

(c) the general staff appreciate the help. The diversity of daily activities has motivated students to find employment and master academics. Their behavioral progress is evidenced by increased cooperation with co-workers and an expressed desire to be constructive rather than destructive. Decision makers have agreed to expand the program by including another business.

Conclusion.

The CIPP evaluation model is a comprehensive, continuous process that uses decision making as a vehicle to manage a program. It is interested in the intrinsic values that a student may acquire as a program participant. The goal-attainment model is interested in program outcomes and the trained evaluator will offer an overall impression of the program to decision makers.

Students who have the opportunity to work with real businesses learn about workplace culture, attitudes, and relationships, in addition to acquiring job skills. Understanding a learning environment is as important as understanding what is being taught there. Cooperative training programs may be the answer to the call for better workers in a competitive global economy.

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Appendix A

ESE COOPERATIVE EDUCATION
EMPLOYMENT CERTIFICATION & TRAINING AGREEMENT

NAME OF STUDENT _____ BIRTHDATE _____ SCHOOL _____

HOME ADDRESS _____ ZIP _____ HOME TELEPHONE NUMBER _____

PLACE OF EMPLOYMENT _____ ADDRESS _____ ZIP _____ TELEPHONE NUMBER _____

SUPERVISOR'S NAME _____ APPROX HOURS WORKED _____ STARTING SALARY _____

DATE EMPLOYED _____ SOCIAL SECURITY NUMBER _____ AGE CERTIFICATE NUMBER _____

TRAINING AGREEMENT FOR COOPERATIVE EDUCATION TRAINEE

EMPLOYER'S RESPONSIBILITIES: The student will be placed on the job for the purpose of providing work experience and will be given work of instructional value. The student's work activity will be under the close supervision of a qualified coordinator. The work will be performed under safe and acceptable conditions. The student will receive the same consideration given to other employees in regard to safety, health, social security, general work conditions, and other regulations of the firm.

COORDINATOR'S RESPONSIBILITIES: The Coordinator will visit each student at the work station and will continue a close working relationship with the person to whom the student is responsible while on the job. The Coordinator shall, with the cooperation of all the parties concerned, strive to make necessary adjustments as each individual situation requires. These adjustments shall be made as quickly as possible.

PARENT'S OR GUARDIAN'S RESPONSIBILITIES: Parents and/or the guardians agree for the student to participate in the Cooperative Education Program as provided by the public school system.

STUDENT'S RESPONSIBILITIES: The student agrees to follow the rules set by the school, the employer, and the coordinator. When absent from school or from work, the student will notify the program coordinator and the employer, When the student is absent from school, the student may not go to work unless permission is given the student by the program coordinator. If the student misses school without a VALID excuse, the student should not be permitted to go to work on that day.

IN THE EVENT ANY PARTY FAILS TO FULFILL THE INTENT OF THE AGREEMENT, THE ABOVE AGREEMENT MAY BE CANCELLED.

STUDENT _____ COORDINATOR _____

PARENT/GUARDIAN _____ EMPLOYER _____

DATE _____

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Cooperative Training Program

WEEKLY WORK SCHEDULE

STUDENT:_____
PLACE OF EMPLOYMENT:_____
WEEK ENDING:_____

DAY	BRIEF EVALUATION	EARNED FOOD POINTS
MONDAY	* *	* *
TUESDAY	* *	* *
WEDNESDAY	* *	* *
THURSDAY	* *	* *
FRIDAY	* *	* *
SATURDAY	* *	* *
SUNDAY	* *	* *

TOTAL HOURS FOR THE WEEK_____

Appendix C

POINT SHEET

NAME _____ LEVEL ____ WEEK OF _____

OBJECTIVES:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. I will follow directions first time asked.					
2. I will be on task.					
3. I will speak & act with respect (to staff & peers).					
DAILY POINT TOTALS:	____ %	____ %	____ %	____ %	____ %

DAILY ANECDOTALS:

WEEKLY SUMMARY:

ACADEMIC

Math	Soc St.	Lang Art	Science

Strengths -

Weaknesses -

BEHAVIOR

Strengths -

Weaknesses -

AVERAGE POINTS FOR WEEK: ____ % NEW LEVEL: _____

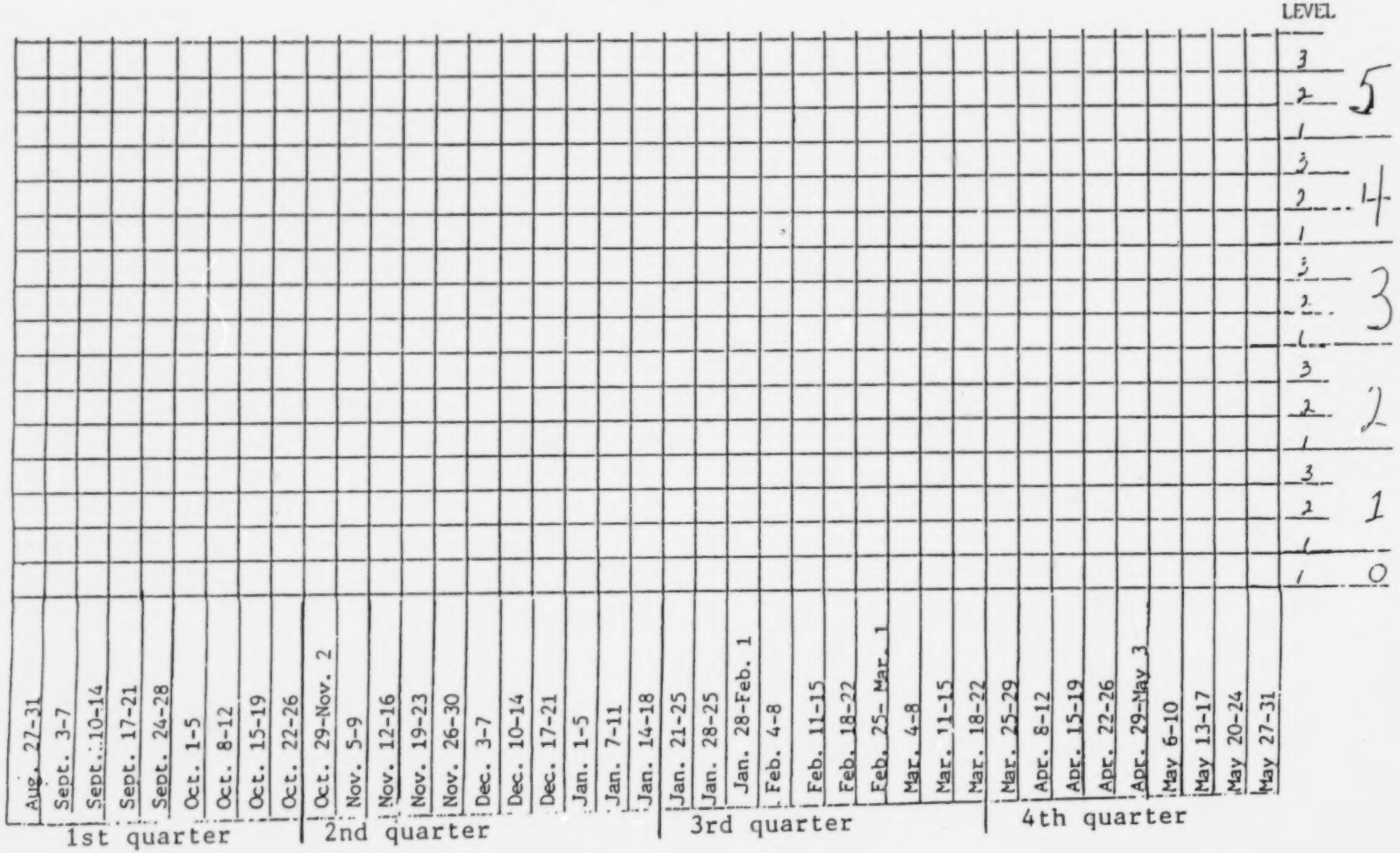
COOPERATIVE TRAINING SUMMARY;

Appendix D

NAME_____

1993-1994

Weekly Point Graph



Cooperative Training Program 19

Perkins Restaurant

Student:_____ School:_____ Date:_____

Supervisor: _____ Business:_____ Phone:_____

I. ABILITY TO FOLLOW INSTRUCTIONS

1. _____ Uses initiative in interpreting and following instructions
2. _____ Usually follows instruction with no difficulty.
3. _____ Follows instructions with some difficulty.
4. _____ Needs repeated detailed instructions.

II. APPEARANCE

1. _____ Exceptionally neat and appropriately dressed.
2. _____ Neat and appropriately dressed.
3. _____ Satisfactory appearance and dress.
4. _____ Sometimes neglecrgul of appearance and dress.

III. ATTITUDE TOWARD WORK

1. _____ Takes a keen interest in the training and initiative to learn.
2. _____ Shows interest in training and has desire to learn.
3. _____ Has some interest in learning.
4. _____ Shows little interest or enthusiasm for the training.

IV. ATTENDANCE AND PUNCTUALITY

1. _____ Never absent or late without good cause.
2. _____ Seldom absent or late without good cause.
3. _____ Occasionally absent or late.
4. _____ Frequently absent or late.

V. COOPERATION

1. _____ Always cooperates eagerly and cheerfully.
2. _____ Usually cooperates eagerly and cheerfully.
3. _____ Cooperates willingly when asked.
4. _____ Cooperates reluctantly.

VI. INTER-PERSONAL RELATIONS

1. _____ Extremely tactful and understanding in dealing with others.
2. _____ Usually poised, courteous and tactful in dealing with others.
3. _____ Tries to please.
4. _____ Sometimes lacks poise and seems indifferent.

VII. DEPENDABILITY

1. _____ Meet all obligations unfailingly without supervision.
2. _____ Meets obligations with very little supervision.
3. _____ Meets obligations under careful supervision.
4. _____ Sometimes fails in obligation even under careful supervision.

VIII. EXPENSE CONSCIOUS (Materials and Equipment)

1. _____ Extremely careful in using materials and equipment.
2. _____ Uses good judgment in using materials and equipment.
3. _____ Takes average care in using materials and equipment.
4. _____ Careless about materials and equipment.

IX. JOB SKILLS

Cooperative Training

1. _____ Possesses all of the essential skills and related information. 20
2. _____ Has an above average command of the essential skills and related information
3. _____ Has an acceptable command of the skills and related information.
4. _____ Weak in the essential skills and related information.

X. OBSERVANCE OF RULES

1. _____ Always observes rules.
2. _____ Seldom disregards rules.
3. _____ Observes most of the rules.
4. _____ Frequently neglects rules.

XI. QUALITY OF WORK

1. _____ Has aptitude for doing neat, accurate work and exceeds requirements.
2. _____ Does more than the required amount of neat, accurate work.
3. _____ Does normal amount of acceptable work.
4. _____ Does less than required amount of satisfactory work.

XII. WORK AREA

1. _____ Keeps work area outstandingly neat and efficiently organized.
2. _____ Takes pride in appearance and arrangement of work area.
3. _____ Follows good housekeeping rules.
4. _____ Allows work to become disorganized and untidy.

XIII. OVER-ALL EVALUATION OF STUDENT'S TRAINING

1. _____ Outstanding
2. _____ Above Average
3. _____ Average
4. _____ Below Average

SUPERVISOR COMMENTS:
Corrective action needed to achieve improvement.

_____ _____
Signature of Supervisor, Job Coach, Manager Date

ENROLLEE COMMENTS:
I agree with the rating _____

I disagree with the rating _____

If applicable--statement from enrollee of areas improvement will be forthcoming and how this will be achieved.

VOCATIONAL EDUCATION COORDINATOR COMMENTS:
Corrective action to be taken"

Follow-up report on above:

_____ _____
Signature of Vocational Education Coordinator Date

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